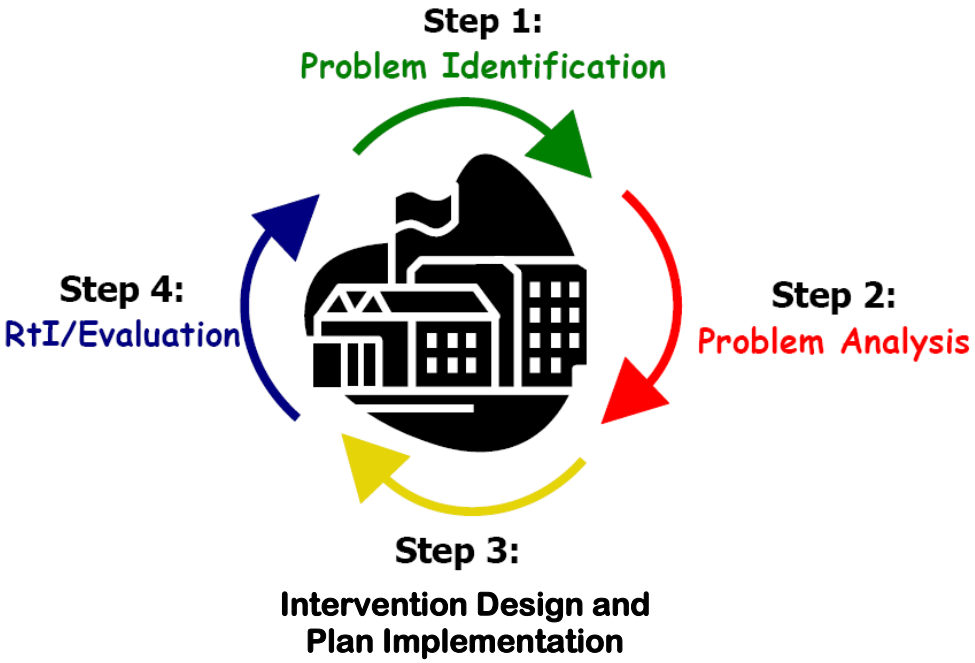
The Problem-Solving Process

Response to Intervention: Behavior



PROBLEM IDENTIFICATION

GOAL: To define the problem as the measurable difference between what is expected and what is observed. The problem should be specific, observable, and measurable.

Review Existing Information

Look at the current behavioral data and information to determine:

- The present level of behavior and to what extent the problem is occurring
- The gap between the present behavior and the expected behavior
- Patterns or trends with regard to who, what, when, and where the problems are occurring

Identify the Problem

Define the problem in specific, observable, and measurable terms. Prioritize the concerns so that the problem focuses on teaching skills that are meaningful and alterable through instruction.

Identify the Replacement Behavior/Goal

What behavior(s) do you want to occur instead (e.g., social behavior to decrease and increase)?

PROBLEM SOLVING PITFALLS

- Choosing a problem that cannot be changed.
- Using vague or broad problem definitions.
- Moving to the next step before gathering baseline data about the problem.
- Making replacement behavior goals too low or too high.

PROBLEM ANALYSIS

GOAL: To determine probable causes for the problem by considering relevant information related to instruction, curriculum, environment, and the student.

Step 2:
Problem Analysis
WHY IS IT OCCURRING?

Develop Hypotheses

A **hypothesis statement** is an evidence-based statement about WHY a problem is occurring. The purpose of developing hypotheses is to guide the most appropriate interventions.

"The problem is occurring because _____."

A hypothesis should only be made based on known information and data.

- Look through your data for ideas and explanations.
- Assess the interventions and supports currently in place, whether they are effective or implemented with fidelity.
- Determine if current interventions have been implemented for a reasonable amount of time with fidelity.
- Determine if there are possible environmental reasons for the gap between the present behavior and the expected behavior.
- Consider both skill and performance deficits.

Gather Information to Validate/Not Validate Hypotheses

A hypothesis must be validated before interventions are developed. If the hypothesis is inaccurate and the wrong intervention is implemented, valuable time could be wasted on an intervention that was not an appropriate match for why the problem occurred.

- The team may not only look at the current data, but may also gather additional information to determine if the hypothesis is correct. Information can be gathered through the use of **r**eviews, **i**nterviews, **o**bservations, and **t**ests (**RIOT**).
- Once hypotheses are validated, the team can proceed with designing the most appropriate interventions.

Develop a Prediction Statement

The purpose of a **prediction statement** is to make explicit what we would expect to see happen if the hypothesis is valid and we intervened successfully to reduce or remove the barrier.

"When (flip the hypothesis statement), occurs, then (restate your goal statement)."

PROBLEM SOLVING PITFALLS

- Failing to examine environmental factors, not just within child factors.
- Failing to examine when the problem does and does not occur.
- Generating hypotheses about variables that cannot be changed (labels, family factors, etc.).
- Jumping to solutions and making assumptions without analyzing the data.

INTERVENTION DESIGN & PLAN IMPLEMENTATION

GOAL: To review and adjust systems of support at each TIER of intervention as needed. Intervention is developed and focuses on WHAT is taught and HOW it is taught. A progress monitoring plan is also developed to measure the effectiveness of the intervention.

Step 3:
Intervention Design and Plan Implementation
What are we going to do about it?

Develop Appropriate Interventions

Interventions should be guided by the hypothesis and prediction statements developed in Step 2 (Problem Analysis). Examine interventions that best fit the needs of the student, classroom, and/or school. Consider available support, time, personnel, and acceptability.

Types of Interventions:

- **Prevent:** Remove or alter "trigger" for problem behavior
- **Define/Teach:** Define behavioral expectations; provide demonstration/instruction in expected behavior (alternative to problem behavior)
- **Reward/reinforce:** The expected/alternative behavior when it occurs; prompt for it, as necessary
- **Withhold reward/reinforcement:** For the problem behavior, if possible.
- **Use non-rewarding/non-reinforcing corrective consequences:** When problem behavior occurs
- **Collect additional data:** Collect if needed to gain more information before developing hypothesis/solution pair; also use to monitor success of implementation solutions

EFFECTIVE INTERVENTIONS

1. Always increase the intensity of instruction.
2. Provide more opportunities for previewing, re-teaching, reviewing, and practicing.
3. Focused on the most essential needs.
4. Integrated to the universal supports
5. Evidence-based
6. Delivered with integrity
7. Implemented for sufficient time
8. Evaluated frequently

Develop an Implementation Plan

- Identify roles, responsibilities, and timelines.
- Ensure that the intervention plans have support from the administrators. Teachers should not be expected to implement plans for which there is no support.

Determine Progress Monitoring Methods

- Focus only on gathering information that is directly linked to the identified problem, and that will guide in determining progress.
- Identify fidelity measures to ensure that the interventions are being implemented as designed.

PROBLEM SOLVING PITFALLS

- Selecting an intervention that is not directly linked to the problem analysis findings.
- Selecting an intervention that is unacceptable to the person that will be implementing it.
- Changing/selecting the intervention procedures without getting the team's and/or parent input.
- Implementing an intervention without gathering progress monitoring data.
- Not implementing the intervention as planned.

RTI/EVALUATION

GOAL: To evaluate progress toward the goal and the response to the intervention.

Evaluate Frequently

Interventions should be monitored and evaluated on a regular and frequent basis to:

1. Prevent ineffective interventions and supports from wasting time and resources,
2. Improve the effectiveness of current procedures,
3. Remove elements of the system that are ineffective or inefficient, and
4. Make modifications before patterns of school-wide behavior become too resistant to change.

Determine Intervention Fidelity
(Did we do what we said we would do?)

Determine whether or not the intervention was implemented as planned. If interventions are not carried out the way they were designed, then schools cannot say whether the poor response to intervention is related to the effectiveness of the intervention or the lack of implementation.

Determine Response to Intervention
(Did it work?)

Review the progress monitoring data collected during the intervention implementation period. Review the data and determine the response to the intervention(s).

1. Good Response (progress is being made toward the goal) → Continue the intervention.
2. Questionable Response (response varies, no significant progress) → Increase exposure to the intervention or make modifications.
3. Poor Response (progress is not being made) → Review Problem Solving steps 1-3 and adjust as necessary.

PROBLEM SOLVING PITFALLS

- Making decisions without adequate data.
- Not considering the teacher's acceptance of the intervention and the degree of implementation.
- Not planning for maintaining the skills or generalizing the skills to new and different environments/situations.

DATA-BASED DECISIONS